

Curriculum Night- Edward Murphy School
Language class 1- cycle 1(gr.2) & cycle2 (gr.3/4)
Ms. Ida Lento

Dear Parents,

It is with great pleasure that I welcome your child to my class. I am looking forward to a fulfilling year together. The following is an outline of the program.

Students are on a modified program. Students have an IEP.

| English Language Arts | |
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| Competencies targeted | Evaluation |
| <p><u>Reading Skills</u></p> <ul style="list-style-type: none"> • Encourage students to read for pleasure and to locate information. (Read independently for 15 to 20 minutes) • Reading logs: Students will be assigned reading books, and need to read every night for 10-15 minutes (a reading chart will be given). (cycle 1) • Understanding KEY IDEAS eg. Retell the story ♦ Characters ♦ Setting ♦ Events ♦ Compare characters ♦ Author ♦ Illustrator ♦ • Chapter books will be assigned in class time. Identify basic genres (fiction, nonfiction, poetry) • Use basic punctuation when reading orally, notice own errors and begin correcting own mistakes <p><u>Phonics</u></p> <ul style="list-style-type: none"> • Learning of phonemes (smallest unit of sound) & their corresponding graphemes (the written symbol for each phoneme) • Making connection between the sounds and symbols. • Learning of conventional rules <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Improve vocabulary and comprehension of words • Support reading comprehension by improving students' ability to determine word meaning through the use of context clues, recognition of familiar word parts, and word associations <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Read words using consonant blends; identify compound words and understand the meaning of contractions. (cycle 2) | <ul style="list-style-type: none"> • Writing samples • Projects • Presentations • Spelling, Listening, Reading & Comprehension Tests (oral or written) • Check lists • Rubrics • Observations • A-Z reader software • Brain frames |

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| <ul style="list-style-type: none"> vowel digraphs, plural endings, nouns – proper/common/plurals, personal pronouns, verbs conjugating verbs – present/past/future, adjectives, adverbs (cycle2) sentences – capital letters, full stops and speech marks <p>Writing skills</p> <ul style="list-style-type: none"> Encourage pre-writing activities: Pre-writing Skills are essential for a child to be able to develop the ability to hold and move a pencil fluently and effectively and therefore produce legible writing (cycle1) Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened (cycle1) Planning and brainstorming before writing. Students will write/ compose opinion pieces, informative/explanatory text, and narrative in which students name a topic, supply some facts and provide closure. Forming paragraphs (cycle 2) <p>Spelling Every week your child will be given some spelling words. Each week the focus is on a sound or spelling pattern.</p> | |
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Mathematics:

| Competencies targeted | | |
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| Cycle 1 students will be working on: | Cycle 2 will be working on: | Evaluation |
| <ul style="list-style-type: none"> Patterning Natural numbers to 100 Operations (addition, subtraction) Measurement and geometry Problem-solving | <ul style="list-style-type: none"> Patterning Natural numbers to 1000 Operations (addition, subtraction, multiplication and division) Measurement and geometry Problem-solving | <ul style="list-style-type: none"> Unit tests (oral or written) Mental math test Assignments Reflex math Rubrics Observations |

| Ethics and religious Culture | |
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| Competencies targeted | Evaluation |
| <ul style="list-style-type: none"> Reflect on ethical questions Engage in dialogue Demonstrate an understanding of the phenomenon of religion | <ul style="list-style-type: none"> Projects Rubrics Observations Tests (oral or written) |

| Visual arts | |
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| Competencies targeted | Evaluation |
| <ul style="list-style-type: none"> • Produce individual works • Produce media works • Appreciate works of art, traditional artistic, media images, personal productions | <ul style="list-style-type: none"> • Projects • Rubrics • Observations |

| Social Science –cycle 2 | |
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| Competencies targeted | Evaluation |
| <ul style="list-style-type: none"> • Discovering the organization of a society in its territory. • Canada; the concept of map/globe and to show how to use them to locate Canada. • The 1st inhabitants (Iroquoians/Algonquians) • Explorers such as J. Cartier_ | <ul style="list-style-type: none"> • Tests (oral or written) • Projects • Rubrics • Observations |

| Science and Technology cycle 2 | |
|---|---|
| Competencies targeted | Evaluation |
| <ul style="list-style-type: none"> • To propose explanations for solutions to scientific or technological problems • To make the most of scientific and technological tools, objects and procedures • To communicate in the languages used in science and technology | <ul style="list-style-type: none"> • Experiments • Rubrics • Observations • Tests (oral or written) |

Homework:

As each student is on an individual program, homework programs will also vary. Homework will be assigned on Monday to Thursday. Please verify that the homework has been completed. Homework will be posted on Google classroom and in agenda. Any questions or feedback can be posted in the comments section.

Communication:

This year we will be using Google classroom as part of our daily routine. I will use it to communicate with you, to share homework and photos about our daily learning.

Communication between home and school is very important. If ever you have any concerns about your child at school, please do not hesitate to contact me, through agenda, email or google classroom.

EVALUATION CRITERIA

Edward Murphy School

LC1 Junior Class- Alpha Numeric Report Card Assessment

Teacher: Mrs. Ida Lento

A - The student meets all the requirements set for him/her.

B - The student meets most of the requirements set for him/her .

C- The student meets some of the requirements set for him/her.

D- The student does not meet the requirements set for him/her.

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| A= 84+ |
| B= 74-83 |
| C=60-73 |
| D=59- |